Connie Geraghty June 2018

Grade 4 Fisher School, Walpole, MA

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**Grade 4 Lesson Plan**

**Include an Amazing Fact in an Opinion / Expository Paragraph**

**Using Graphic Source (Agricultural Calendar) and a Periodical (Farmer’s Almanac)**

**Curriculum Standards**

**Grade 4 Reading Standards for Informational Text (RI)**

Integration of Knowledge and Ideas 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

Range of Reading and Level of Text Complexity 10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

**Grade 4 Writing (W)**

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.

**Materials**

*Massachusetts Agriculture Calendar*

*Farmer’s Almanac*

List of Sentence Starters for Amazing Facts

Rubric: Expository / Opinion Paragraph with Amazing Fact

**Previous Lessons (or required student background knowledge)**

Students should have some knowledge of graphic sources.

Students should have been introduced to the purpose and history of the *Farmer’s Almanac*. Ideally, students have had a recent opportunity to read some articles and review some graphic sources included in the *Farmer's Almanac*.

Students should have had some practice in writing an expository / opinion paragraph with one main idea (main reason) and three supporting details.

Students should be familiar with sensory words that are used to describe an image.

**Review**

Review graphic sources. Review purpose and history of *Farmer’s Almanac*. During a previous lesson students should have had the opportunity to become familiar with *Farmer’s Almanac* which will be used during this lesson.

**Introduction**

Introduce the *Massachusetts Agriculture Calendar.* Discuss purpose and origin of the calendar.

Hand out one calendar to each student or a pair of students.

**Exploration and Discussion**

Allow students to peruse the calendar. Discuss how specific aspects of the calendar may be considered a graphic source. Encourage the students to really look at the captions and to determine if they are familiar with any of the places or events mentioned.

After the students have had ample time to preview the calendar and discuss their findings with a peer, have the students refer to the picture that represents their birthday month. Ask them to come up with three sensory words that can be used to describe the image. Students can share these sensory words with a peer.

**Highlight Amazing Facts**

Point out (if the students have not already discovered this) that each month of the calendar includes a fun fact. Discuss how these fun (or amazing) facts have “caught our attention”.

Explain that one strategy good writers will use to “grab the reader’s attention” is to include an amazing fact to support the main idea (or main reason).

**Writing Activity**

Explain to the students they are being asked to write one expository / opinion paragraph explaining what month is the most challenging month for farmers. They are to use their own background knowledge about the seasons, as well as information provided in the *Farmers’s Almanac* and the *Massachusetts Agriculture Calendar*.

Remind the students that including an amazing fact in their paragraph to support the main idea (main reason) will grab the reader’s attention and make their writing more powerful.

Remind the students that each paragraph of an expository / opinion piece should include one main idea (main reason) and 3 supporting details. Explain that at least one supporting detail should be from the calendar and one supporting detail from the almanac.

Encourage students to use sentence starters to incorporate an amazing fact in their paragraph. Hand out (or display) the *List of Sentence Starters for Amazing Facts*.

Hand out or (display) the *Rubric: Expository / Opinion Paragraph with an Amazing Fact*. Point out each of the 5 categories and discuss the requirements to earn 3 points for category.

If time allows, prepare a paragraph ahead of time to use as a model paragraph to inspire the students.

Give students ample time to brainstorm and complete a rough draft before writing a final piece.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rubric

|  |
| --- |
| Expository / Opinion Paragraph Rubric**One Paragraph with Amazing Fact** |
|  | **3** | **2** | **1** |
| **Main Idea** | A main idea statement is included which is broad yet distinct and is specifically related to the topic. | The main idea is too broad or is overly general.  | A main idea statement is not included or the main idea statement is not related to the topic. |
| **Supporting Details** | The main idea is supported by 3 specific powerful detail sentences. | The main idea is supported by 2 supporting detail sentences. | The main idea is supported by only 1 supporting detail sentence. |
| **Amazing Fact** | An amazing fact is included which strongly supports the main idea. | An amazing fact is included which does not strongly support the main idea. | An amazing fact is not included.  |
| **Sentence variety** | Includes all three types of sentence variety (sentence starters, flip the sentence and word referents). | Includes two types of sentence variety (sentence starters, flip the sentence and word referents).  | Includes one type of sentence variety (sentence starters, flip the sentence and word referents).  |
| **Spelling and Grammar** | There are no spelling or grammatical errors. | The paragraph includes 2 or fewer spelling or grammatical errors. | The paragraph includes 3-4 spelling or grammatical errors.  |

**Sentence Starters**

**for Amazing Facts**

You’ll be shocked to learn…..

Amazingly, ….

Can you imagine……

Would you believe, …..

It’s hard to believe, but….

One fascinating thing about…..

It’s remarkable to note….

You’ll be excited to learn….

Surprisingly,...

Incredibly ….

It is incredible that….

It is true that ….

Do you realize …..

It’s amazing to think about …

Most people are not aware that ….